Communication Studies
Oral Communication General Education Assessment
2019-2020

Learning Outcome:
1b. Oral: Students will be able to effectively express ideas and information to others through oral communication

Outcome Measure:
A formative assessment of student's informative speech, which is often the student's first major assignment in the COM 1000 course.

Criteria for Success (if applicable):
Minimum average of 2.0 (out of 4.0) for each criteria on the analytic rubric.

Aligned with DQP Learning Areas (highlight one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:
Beginning in Fall 2015, data was gathered by taking a random sampling of students from all sections of each course. The scores below reflect averages of data collected.

Oral Communication Value Rubric - Average Student Scores:

Course	Semester	N	Organization	Language	Delivery	Supporting Material	Central Message	Average
COM 100	Spring 2015	72	3.03	3.07	3.01	2.83	3.03	3.00
COM 100	Fall 2015	47	3.42	3.42	3.33	3.27	3.24	3.34
COM 100	Spring 2016	22	2.86	3.23	2.91	3.00	3.09	3.02
COM 100	Fall 2015	20	3.35	3.95	3.00	3.75	3.95	3.60
COM 100	Spring 2017	18	3.89	3.72	3.56	3.72	3.75	3.73
COM 100	Fall 2017	104	3.46	3.35	3.05	3.45	3.58	3.38
COM 100	Spring 2018	38	3.22	3.30	3.24	3.32	3.43	3.30
COM 100	Fall 2018	115	3.59	3.32	3.38	3.38	3.58	3.45
COM 100	Spring 2019	41	3.63	3.49	3.22	3.68	3.66	3.54
COM1000	Fall 2019	31	3.29	3.16	3.26	3.29	3.29	3.26
COM1000	Spring 2020	36	3.56	3.56	3.31	3.50	3.47	3.48
COM1000	Fall 2020							

Informative Speech Rubric - Average Student Scores:

Rubric Criteria	Fall 2011 (n=181)	Spring 2012 (n=62)	Fall 2012 (n=125)	Spring 2013 (n=57)	Fall 2016 (n=102)	Spring 2017 (n=42)
General Purpose	3.57	3.65	na	na	na	na
Significance of the Topic	3.40	3.53	3.46	3.66	2.43	1.98
Audience Adaptation	3.36	3.58	na	na	na	na
Introduction	3.38	3.50	3.20	3.40	2.35	2.05
Clear Thesis Statement	3.47	3.31	na	na	na	na
Organization	3.37	3.49	3.04	3.39	2.45	2.15
Supporting Materials	3.16	3.47	3.06	3.11	2.44	1.96
Signposts and Transitions	2.77	3.48	na	na	na	na
Conclusion	3.12	3.31	2.96	3.32	2.39	2.17
Vocal Delivery	2.90	3.27	2.91	3.09	2.33	2.12
Nonverbal Delivery	3.13	3.39	na	na	na	na
Visual Aids	3.41	3.48	3.32	3.49	2.48	2.23
Professionalism and Dress	3.76	3.76	3.77	3.51	2.59	2.37
Outline & Bibliography	3.42	3.63	na	na	na	na
Time / Length	3.43	3.44	na	na	na	na
Average Score:	3.31	3.49	3.22	3.37	2.43	2.13

Conclusions Drawn from Data:

We are above the targeted minimum average of 2.0/4.0. We notice a slight improvement over Fall 2015 from 3.0 to 3.11 in "Delivery," but recognize that there is room for improvement. The most recent data shows a continued improvement in the average scores for COM 1000, in and around the 3.5 range with the exception of Fall of 2019 which dipped to 3.26. This appears to be anomalous as we returned to 3.48 in Spring of 2020 when the Covid 19 pandemic caused all classes to switch to online learning mode.

Changes to be Made Based on Data:

We are beta-testing a new COM1000 curriculum approach that emphasizes ten times the amount of speaking, from three formal speeches per semester to approximately thirty. This revolutionary approach has yielded tremendous results in the two other markets wherein it's been tried. However, with the recent shift to completely online learning in the pandemic and at the encouragement of administrators we are now considering switching back to a more universal COM 1000 approach that minimizes different pedagogical approaches for our COM 1000 courses, heavily taught by adjuncts, who could usually benefit from course uniformity.

Rubric Used

ORAL COMMUNICATION VALUE RUBRIC

Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone (4)	**Milestones (3)**	**Milestones (2)**	**Benchmark (1)**
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Rubric Used   **COM1000 Informative Speech Rubric**

	Inadequate (1 pt)	Novice (2 pts)	Good (3 pts)	Excellent (4 pts)
General Purpose Persuade or Inform	No demonstration of general purpose.	Weak demonstration of general purpose. Confused focus.	Some demonstration of general purpose, but not entirely clear.	Speech reflects strong general purpose.
Significance of the Topic	Significance is minimal or not stated.	Significance is weak/and or brought in at the end.	Brings in significance reasonably early.	Show significance of topic early enough to engage audience.
Audience Adaptation	No rapport with audience and inability to respond to audience feedback.	Weak rapport with audience and adaption to audience response.	Some ability to adapt to audience knowledge and response.	Tailors presentation to audience knowledge and interests.
Introduction	No attention getting technique is used at all.	A minimal attempt is made at getting attention with no delivery.	Introduction attempts to get attention, but lacks delivery or length.	Introduction is attention getting in content and delivery.
Clear Thesis Statement / Preview	No clear or identifiable thesis. No preview of points.	Thesis statement is vague and hard to identify with no discernable preview.	Thesis statement is generally clear with some vagueness. Some points previewed.	Thesis statement is very clear and easy to identify. Previews key ideas of speech.
Organization	Main points are not identifiable and follow no organizational pattern.	Main points are vague with little pattern and are not balanced appropriately.	Main points are generally clear and balanced. May follow a logical pattern.	Main points are clearly developed from the thesis, well balanced, & follow a logical pattern.
Supporting Material / Sourcess	Information is inaccurate and missing source citations.	Weak support with missing or inappropriate information.	Adequate support with some information not cited.	Sufficient, engaging support with appropriate source citation.
Signposts and Transitions	Sign posts and transitions not utilized. No flow to the speech.	Little use of sign posts and transitions. Flow of speech is difficult to follow.	Some use of sign posts and transitions. Flow of speech is choppy.	Uses both signposts and connecting transitions between ideas.
Conclusion	No review of points and ends abruptly without impact.	Vague and unclear review of points and ends with little impact.	Some review of the speech and closes with some impact.	Summarizes main points and leaves audience with impact.

Vocal Delivery Elements	Frequent pauses and fillers. No evidence of vocal variety. No adaptation in volume or rate.	Several vocalized pauses and fillers. Minimal vocal variety or change in tone. Volume and rate not well adapted to audience.	A few vocalized fillers and pauses. Some variation in tone. Volume and rate moderately adapted to audience.	Speech is free of fillers and pauses. Tone varies utilizing vocal variety. Rate and volume are adapted to audience.

	Inadequate (1 pt)	Novice (2 pts)	Good (3 pts)	Excellent (4 pts)
Nonverbal Delivery Elements	Distracting movements in speech. Little to no eye contact. Little to no poise; flustered and unprepared.	Lots of extra movement and fidgeting not complementary to the speech. Little eye contact and poise.	Some fidgeting & movement not complementary to the speech. Moderate eye contact was made with moderate poise.	Gestures and movement are purposeful and natural. Eye contact is steady and comfortable. Overall poised.
Visual Aids	Visual aids were not used correctly or follow correct procedure. Visual aids were not used at all.	Visual aids rarely met presentation guidelines and relation to speech.	Visual aids mostly followed presentation guidelines and were somewhat related to the speech.	Visual Aids follow presentation guidelines (6x6 rule) and have a specific purpose in the speech.
Professionalism and Dress	Dress did not meet professional apparel standards.	Dress was too casual and did not appear put together or messy.	Dress attempted to meet professional standards, but too casual.	Professional dress and attire were worn. Poise, appropriate, and proficient.
Outline & Bibliography	No outline produced; or completely alternative method used.	An inappropriate or different style was utilized with missing parts and citations.	The appropriate outline was used with some missing parts and citations.	The appropriate outline was followed and bibliography cited correctly.
Time / Length	Speech did not adhere to time limits at all.	Speech was much too long or short for time frame.	Speech was close to being in the time frame.	Speech fit within the appropriate time limits.